**K-5 ELA Lesson Plan**

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| **Teacher:** | | **Grade: 2** | | | **Date(s)**: August 28, 2012 |
| **Unit Title:**  **Unit 1: A Story to Share** | | | **Corresponding Unit Task: 1 (Story Map)** | | |
| * **How does asking and answering questions help me to understand key ideas and details while I read?** * **How do characters develop throughout a story?** * **How do illustrations and words in a text help readers comprehend what they read?** * **How do good writers share their opinion with readers?** * **How do good writers tell the story of someone else’s life?** * **How can a good speaker effectively share a story with an audience.** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**   * **Reading Street 2.1 textbooks (Iris and Walter by Elissa Haden Guest)** * **Copy of story map** * **Document camera** * **Story Map anchor chart (on large chart paper)** * **Paper** * **Pencils** * **Art supplies** * **Story Map Checklist** * **Story Map powerpoint (page 10 of ELA Unit 1 - Story Map.ppt)** | | | | * **character** * **plot** * **setting** * **problem** * **solution** * **organization (story map)** * **audience** * **opinion** * **evidence** * **character traits** * **genre** * **realistic fiction** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice   Independent | **Reading**  **Standards:**  **Rl.2.1 – Students will comprehend literature, including stories and poetry.**  **I Can Statement(s):**   * **I can listen to a story and create a story map to help me remember key details.**   **Instructional Plan:**   * **Introduce story elements using the Story Map powerpoint in ELA Unit 1.** * **Use the story Iris and Walter from student reading book. Introduce and explain vocabulary. Discuss genre. Share story Iris and Walter with students.** * **After story model for students how to complete their story map using large chart paper (to become your anchor chart).** * **Show students the Story Map Checklist and use it to ensure that all of the requirements have been met on the anchor chart example.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards:**  **W.2.1 – Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g/, because, and, also) to connect opinion and reasons provide a concluding statement or section.**  **I Can Statement(s):**   * **I can write a paragraph that gives my opinion and gives my reasons. OR** * **I can write a paragraph that gives my opinion about a character with evidence to support it.**   **Instructional Plan:**   * **Prompt: How do you feel about how Iris handled her loneliness? OR** * **Prompt: Describe a character from the story Iris and Walter. Give at least 2 examples of character traits and support your answer with details/evidence from the story.** * **Brainstorm and discuss ideas for writing. (chart)** * **Model the writing utilizing some ideas from the chart created during the brainstorming session.** * **Students will then have time to write and illustrate their own paragraph.** * **Author’s Chair.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled   Shared   * Guided Practice   Independent | **Speaking & Listening**  **SL.2.1 – Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.**   1. **Follow agreed-upon rules for discussions.** 2. **Build on others’ talk in conversations by linking their comments to the remarks of others.** 3. **Ask for clarification and further explanation as needed about topics and texts under discussion.**   **I Can Statement(s):**   * **I can tell about what I could do if I was lonely. OR** * **I can give my opinion about a character with evidence to support it.**   **Instructional Plan:**   * **Students discuss what they could do if they were lonely or discuss their opinions of a character during our writing brainstorming session. (see above)** | | | | |
| **Closing/Summarizing Strategy** | * **Review how to organize story maps.** * **Check for student understanding Questions/Answer time.** * **Daily review of “I Can” statements.** * **Review procedures for clean-up.** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| **Students may share with a partner how a story map can help retell story details.** | | **Small group during IE Review teacher model with students.** | | | **Note any students who may need to review vocabulary on story map.** |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  Student Story Map (This will be completed by student the next day.) | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*